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ABSTRACT

The importance of an adequate diet in a child's growth and development is the topic of this Child Development Associate (CDA) training module. The material emphasizes different nutrients, their food sources and their availability through a variety and combination of different foods. Correct food handling, as well as safety precautions and the appearance of food are also considered in this module. Upon completion of instruction, the trainee should be able to (1) select nutritious foods, (2) specify daily food requirements relative to age and growth characteristics, (3) plan nutritious daily meals for children 3 to 5 years of age, and (4) supervise mealtimes. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline and a set of instructor's directions. The student's materials include a trainee activity list, a glossary, and a unit overview, in addition to specified learning activities. (Author/RH)

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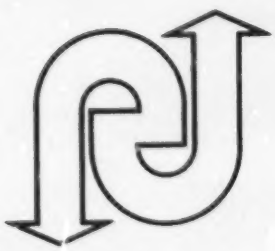
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT I

HEALTH AND SAFETY IN THE CLASSROOM

Module 4

NUTRITION FOR YOUNG CHILDREN



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1700 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19103

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Community College of Philadelphia
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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit 1

Health and Safety In The Classroom

Module 4

Nutrition For Young Children

Product Developer

Harriet Sanders

Co-Directors

Claudia Byram

Marcella Lingham

A Joint Project of: Community College of Philadelphia
Research For Better Schools, Inc.
School District of Philadelphia

Unit I

HEALTH AND SAFETY IN THE CLASSROOM

Module IV

NUTRITION FOR PRESCHOOL CHILDREN

Purpose of Module

To help the trainee understand the importance of nutrition in a child's growth and development. As a result of this module study, it is hoped that the trainee will have an understanding of the necessity of food for the sustenance of life, growth, good health and energy. A knowledge of the different nutrients, their food sources and their availability through a variety and combination of different foods is stressed. The way food is handled, its safety and appearance is also considered in this module.

Unit I

Module 4

Competencies

The trainee can select various foods that are essentially nutritious.

The trainee can specify daily food requirements relative to age and growth characteristics.

The trainee can plan and select an essentially nutritious daily meal plan for children 3 to 5 years-of-age.

The trainee can supervise mealtimes.

Unit I

Module 4

Instructional Objectives	Behavioral Objectives
Entry Level	**Entry Level**
A. The trainee will know what foods are nutritious for preschool children.	1. The trainee can select various foods that are essentially nutritions.
B. The trainee will know the amount of food the preschool child needs.	2. The trainee can list the four major food groups.
C. The trainee will know how often the preschool child should eat.	3. The trainee can specify the required amounts of food recommended for children spending 6 to 8 hours in a preschool center.
D. The trainee will know what eating habits to develop with preschool children for nutritional purposes.	4. The trainee can specify the relationship between periods of growth and appetite.
Intermediate Level	5. The trainee can list factors influencing the frequency and desire a child might have to consume food.
E. The trainee will know why pre-school children need to eat at a certain frequency level and how to schedule appropriate meals and snack times.	6. The trainee will be able to select meals for children at home and away from home that supplement each other.
F. The trainee will know why and how certain eating habits contribute to proper nutrition.	**Intermediate Level**
	1. The trainee will be able to list the essential nutrients in foods.

Unit I

Module 4

Instructional Objectives	Behavioral Objectives
Entry Level	Intermediate Level
G. The trainee will know why certain foods are considered more nutritious than others.	2. The trainee will be able to describe food sources of the essential nutrients.
H. The trainee will know why preschool children require certain amounts of food.	3. The trainee will be able to specify what the essential nutrients do for the body.
Mastery Level	4. The trainee will be able to specify daily food requirements relative to age and growth characteristics.
I. The trainee will be able to select and offer the appropriate foods to preschool.	5. The trainee will be able to specify reasons for nutritional food intake relative to the positive functionings of body processes.
J. The trainee will be able to offer children the appropriate amounts of food.	6. The trainee will be able to specify a meal pattern for children 3 to 5 years of age that is consistent with nutritional needs and desired frequency level.
K. The trainee will be able to schedule meal and snack time according to the needs of preschool children.	Mastery Level
L. The trainne will establish rules and behaviors for meal and snack time which foster good nutrition.	1. The trainee can select an essentially nutritious daily meal plan for children 3 to 5 years of age.
	2. The trainee can plan and provide an essentially nutritious daily meal for children 3 to 5 years of age.

Unit I

Module 4

Instructors Activity Outline

Activity	Materials	Notes
*1. "What Have You Been Eating?" (S)	Activity Folder U1-M4-A1	*Please turn to pages 17 and 18 for special instructions for these activities.
*2. The Basic Four (I & S-IC)	Activity Folder U1-M4-A2	
*3. Nutrients and their Food Sources (I & S-IC)	Activity Folder U1-M4-A3	
*4. "Leader Nutrients" (I & S-IC)	Activity Folder U1-M4-A4	
*5. "Food for Little Folk" (I & S-IC)	Activity Folder U1-M4-A5	
6. Field Activity (S)	Activity Folders U1-M4-A6a U1-M4-A6b	
7. "Behavior Profiles" (3 to 5 year old children) Reading Activity (S)	Activity Folder U1-M4-A7	
8. "What Children Enjoy" (S-IC)	Activity Folder U1-M4-A8	
*9. Guest Speaker "Nutrition and Periods of Growth" Question and answer period to follow (I)	Activity Folder U1-M4-A9	
10. "Needs and Attitudes" (I & S)	Activity Folder U1-M4-A10	
11. Basic Concepts (I & S-IC)	Activity Folder U1-M4-A11	
12. Field Activity (S)	Activity Folder U1-M4-A12	

Unit I

Module 4

O

Instructor's Directions

Overview of Session

Purpose of Activity: To inform trainees of purpose of the module and content involved in module dealing with some aspects of nutrition.

Mode: I

Setting: Large Group

Checking Activity: O

Procedure:

1. Introduce to trainees module description.
2. Review all parts of description.
3. Clarify definition of nutrition for purpose of our study.
4. Read printed overview.
5. Clarify definition of glossary terms.
6. Discuss overview.

Unit I

Module 4

1

Instructor's Directions

What Have You Been Eating?

Purpose of Activity: To make some comparison between individual eating habits of trainees and recommended daily food requirements.

Mode: I&S

Setting: Individual

Checking Activity: 1 El

Procedure:

1. Have each trainee read directions.
2. When checking activity is completed introduce guide to good eating chart.
3. Present instructors guide to good eating chart.
4. Discuss each food group and content.
5. Have each trainee check individual information against instructor's guide chart.
6. Confer with each trainee regarding how each diet compared with the recommended serving suggestions.

Unit I

Module 4

2

Instructor's Directions

Basic Four

Purpose of Activity: To reinforce concept of "Basic Four" and what foods constitute each of these 4 groups.

Mode: I & S

Setting: Whole Group Individual

Checking Activity: 1 E2

Procedure:

1. With trainee create list of foods for each of the 4 food groups.
2. Check when finished against Instructors guide chart.
3. Give each trainee individual guide to good eating chart.
4. Have each trainee read activity 2 directions.

Unit I

Module 4

3

Instructor's Directions

Purpose of Activity: 1. To present concept of nutrients and their food sources.

2. To introduce reading text "Food Is More Than Something To Eat".

Mode: I & S

Setting: Whole Group; individual

Checking Activity: I 1 & I2 & I3

Procedure:

1. Introduce text to trainees.
2. Explain that text can aid them in finding out the wrong and right things to eat and why. The text will also provide some information about food for all age groups.
3. Give trainee 5 minutes to peruse the text.
4. Give trainee 15 minutes to read text dealing with "The Major Nutrients and Where To Find Them".
5. After reading ask trainees if they have any questions relating to text or facts that need clarification.
6. Ask trainees to read directs for Activity 3.
7. Clarify, if necessary.

Unit I

Module 4

4

Instructor's Directions

Purpose of Activity: To reinforce concept of nutrients and what what they do for the body.

To emphasize some reasons why people need the "Leader Nutrients"

Mode: I & S

Setting: Whole Group; Individual

Checking Activity: I3, I4, I5

Procedure:

1. Introduce to trainee "Leader Nutrient" reading material.
2. Review leader nutrient names and foods that supply these nutrients.
3. Give each 15 minutes to read list which includes reasons why each nutrient is needed.
4. Have each trainee underline first reason listed, which is primary.
5. Ask trainees if they have questions that need further clarification.
6. Answer any questions that trainees might have.
7. Have trainees read Activity 4 directions.
8. Clarify any questions.

Unit I

Module 4

5

Instructor's Directions

"Food For Little Folk"

Purpose of Activity: 1. To provide information regarding the best kinds of foods and amounts of food suggested for children ages 3 to 5.

2. To provide information regarding the right foods for children to help promote development.

Mode I & S

Setting: Whole Group; Individual

Checking Activity: E3, E4, E5

Procedure:

1. Introduce reading material Food for Little Folks.
2. Give trainees 10 minutes to peruse material.
3. Discuss material under "Foods Best for Children" and "Meals for Young Children."
4. Ask trainees to read previously mentioned material for content.
5. Have trainees read activity 5 directions
6. Clarify, if necessary.

Unit I

Module 4

6

Instructor's Directions

Field Activity Directions and Forms

Purpose of Activity: To inform trainee of the field activity.

To provide trainee with necessary forms to complete field activitv.

Mode: Self Instructional

Setting: Individual

Checking Activity: E4 & E5

Procedures:

1. Have each trainee read directions for field activity.
2. Make clarifications if necessary.

Unit I

Module 4

6

Field Supervisor Information

Your Objective: To help trainee fulfill obligation relating to assignment as directed.

What To Do:

1. Ask how activity is working out
2. Ask if you can assist in any way
3. Review directions with trainee, if necessary

Required Materials:

1. Copy of trainee activity sheet
2. Copy of trainee directions

Unit I

Module 4

7

Instructor's Directions

Purpose of Activity: To assist trainees in gaining more knowledge of some general characteristics relating to the food habits of 3, 4 and 5 year olds.

Mode: I & S

Setting: Individual

Checking Activity: I 6

Procedures:

1. Introduce reading content materials 1.
2. Ask trainees to read and follow directions.

Unit I

Module 4

Instructor's Directions

Purpose of Activity: To assist trainee in gaining more information relative to children's needs and desires regard to food consumption frequency and amounts.

Mode: I & S

Setting: Whole Group; individual

Checking Activity : E5

Procedure:

1. Review reading content material.
2. Have trainee read and follow directions for completing activity sheet.

Unit I

Module 4

9

Instructor's Directions

Purpose of Activity: To give trainees opportunity to obtain information about nutrition and its relation to growth from an authoritative source.

Mode: I

Setting: Whole Group

Checking Activity: I4, I5, I6

Procedure:

1. Introduce guest Nutritionist.
2. Allow time for questions after lecture.

Unit I

Module 4

10

Instructor's Directions

Purpose of Activity: To assist trainees in gaining more information about the needs and attitudes of young children relating to appetites.

Mode: I & S

Setting: Whole Group & Individual

Checking Activity: I6, I4

Procedure:

1. Introduce reading content material II.
2. Ask trainees to read and follow directions for completing activity sheet 10.

Unit I

Module 4

11

Instructor's Directions

Purpose of Activity: To assist the trainee in formulating some basic concepts relating to nutrition education.

Mode: I & S

Setting: Whole Group & Individual

Checking Activity: E6

Procedure:

1. Introduce reading content material III.
2. Have trainees to read and follow directions.

Unit I

Module 4

12

Instructor's Directions

Field Activity Directions and Forms

Purpose of Activity: To inform trainee of the field assignment.

To provide trainee with necessary forms to complete field activity.

Mode: Self Instructional

Setting: Individual

Checking Activity: I 6

Procedures:

1. Have each trainee read directions for field activity.
2. Make clarifications, if necessary.

12

Unit I

Module 4

Field Supervisor Information

Your Objective: To help trainee fulfill obligations relating to assignment as directed.

What To Do:

1. Ask how activity is coming along.
2. Ask if you can be of any assistance.
3. Review directions with trainee, if necessary.

Required Materials:

1. Copy of trainee activity sheet.
2. Copy of trainee Directions.

Module 5

There are some activities in this module that require special materials.

The materials are:

For Activity 1

Instructor's "Guide To Good Eating" Chart #16-1970, 3rd Edition - National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606.

For Activity 2

"A Guide To Good Eating" #21, 1973, 3rd Edition, National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606.

*Will need one for each trainee.

For Activity 3

"Food Is More Than Something To Eat", Consumer and Food Economics Research Division, Agriculture Research Service, U.S. Department of Agriculture, Washington, D.C. 20020.

*Will need one for each trainee.

For Activity 4

"Choose Your Calories by the Company They Keep" #18-1973, 3rd Edition, National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606.

*Will need one for each trainee.

For Activity 5

"Food For Little Folks" #H306.024P - Commonwealth of Pennsylvania, Department of Health, Division of Nutrition, Harrisburg, Pennsylvania 17120. (A substitute for this pamphlet can be obtained from your local or state health department.)

For Activity 5 (Continued)

*Will need one for each trainee.

For Activity 9

An expert on nutrition is needed to talk about preschool children and their nutritional needs.

Unit I

Module 4

TRAINEE ACTIVITY LIST

	ACTIVITY	MATERIALS	SPECIAL INSTRUCTION
1	"What Have You Been Eating?"	Activity Folder UI-M4-A1	
2	The Basic Four I, S-1C	Activity Folder UI-M4-A2	
3	Nutrients and Their Food Sources I & S-1C	Activity Folder UI-M4-A3	
4	"Leader Nutrients" I & S-1C	Activity Folder UI-M4-A4	
5	"Food for Little Folk" I & S-1C	Activity Folder UI-M4-A5	
6	Field Activity S	Activity Folders UI-M4-A6a UI-M4-A6b	
7	Reading Activity S "Behavior Profiles" (3-5-year-old-children)	Activity Folder UI-M4-A7	
8	"What Children Enjoy" S-1C)	Activity Folder UI-M4-A8	
9	Guest Speaker "Nutrition and Periods of Growth" Question and Answer Period to Follow (1)	Activity Folder UI-M4-A9	
10	"Needs and Attitudes" I & S	Activity Folder UI-M4-A10	
11	Basic Concepts I & S-1C	Activity Folder UI-M4-A11	
12	Field Activity 3	Activity Folder UI-M4-A12	

Unit I

Module 4

Health and Safety in the Classroom

Nutrition for Young Children

Trainee: _____

Instructor: _____

Field Supervisor: _____

	How Many?	Where?	When?
Class Sessions	1 2		
Field Visits	1 2		

Unit I

Module 4

Glossary

Nutrition	- the food you eat and how the body uses it
Nutrient	- things in food that nourishes the body
Basic Four food groups	- 1.meat; 2.milk products; 3.bread and cereals 4.fruits and vegetables
Protein	- a nutrient that helps build muscles and body tissue
Fat	- a nutrient that helps provide energy
Carbohydrate	- a nutrient that helps provide energy
Vitamin	- a nutrient that helps regulate body processes
Calcium	- a nutrient that strengthens bones and teeth
Iron	- a nutrient that gives strength to the body
Iodine	- a nutrient that helps regulate body processes
Sanitation	- the practice of cleanliness

Unit I

Module 4

Overview

The purpose of this module is to help you understand how important good nutrition is to a preschool child. A young child needs a balanced diet in order to grow both physically and mentally.

When you have finished this module, you will know:

1. Why good nutrition is important for the growth, health, work, and play of young children.
2. What the different parts of a balanced diet are.
3. What nutrients are found in different foods.
4. What nutrients do for the body.
5. What your body uses each nutrient for.
6. How to balance a diet.
7. How to make food attractive and tasty and how to handle it safely.

Everyone needs food, but the amount of food a person needs depends on how big he is, how old he is, what sex he is, how much exercise he gets, and whether or not he is healthy. Knowing how to balance a diet means knowing how to make sure each person gets the right amount of food he needs.

This module will not deal with illness, poor health or diseases a child can get if he does not eat the right foods.

Unit I

Module 4

1

What Have You Been Eating?

Purpose of Activity: To see how the things you eat compare with what some experts say you should eat.

Directions for Activity 1

1. Write down all the foods included in your last three meals on the activitv sheet.

2. When you have finished, check the foods you have listed against your individual serving guide.

3. Is your diet adequate or inadequate, according to the suggestions?

4. If it is adequate, fine! If it is not, what are you going to do about it?

Mode 1 & S

Setting Group & Individual

Checking Activity 1

Unit I

Module 4

Activity 1

Write the foods you have had to eat, and the amounts when possible on this page.

Yesterday's Lunch

Yesterday's Dinner

Today's Breakfast

2

Unit I

Module 4

The Basic Four

Purpose of Activity: To become more familiar with the basic four food groups and the foods that each group contains.

Directions for Activity 2

1. Your instructor has a large chart like your individual chart concerning the basic four food groups. With your instructor and co-trainee create a group list of foods contained in each group.
2. After the group list is completed, you will use the activity sheet 2 and follow the directions.
3. When you have finished, check your food items with your individual serving guide.

Mode I & S

Setting Group & Individual

Checking Activity 1

Activity 2

Please list 2 or more foods in their proper food group.

Milk Group

1. 3.
2. 4.

Meat Group

1. 3.
2. 4.

Vegetable & Fruit Group

1. 3.
2. 4.

Bread & Cereal Group

1. 3.
2. 4.

Unit I

Module 4

3

Nutrients and Their Food Services

Purpose of Activity: To help you find out what nutrients are contained in food and what these nutrients can do for you.

Directions for Activity 3

1. You will be given a book entitled "Food Is More Than Something To Eat".
2. Please look it over. This book will give you some information about the major or "Leader" nutrients and their food sources. It also has some information about food and how it works for people of all ages.
3. After you have looked through the book, read the part that deals with the major or "leader" nutrients.
4. If you have any questions about the text when you have finished ask your instructor.
5. If you have no questions close your text and go on to activity sheet #3.
6. When you have finished check your answers using your text and your individual food survey chart.

Mode I & S

Setting ~~Group & Individual~~

Schools 1

Unit I

Module 4

Directions for Activity 3

1. Can you name foods that are sources for the nutrients named?

2. Protein

1.
2.
3.
4.

Carbohydrates

1.
2.
3.
4.

Fats

1.
2.
3

Calcium

1.
2.
3.

Iron

1.
2.
3.

Vitamin C

1.
2.
3.

4

Unit I

Module 4

"Leader Nutrients"

Purpose of Activity: To find out why each nutrient in food is important to the body.

Directions for Activity 4

1. Now you know what the essential or "leader" nutrients are. We want you to find out just what each particular nutrient does for the body and why it is so important to eat foods that provide these nutrients.

2. Trained scientist have discovered what the food sources of nutrients are and what each nutrient does for the body and the reasons why every person needs them.

3. Your instructor will give you reading material concerning the essential nutrients. Please read it, particularly the material relating to the reasons why you need each nutrient.

4. Underline the first reason listed for each nutrient.

5. If you have any questions when you have finished reading, ask your instructor. If not, go on to activity sheet 4. Please follow the directions on the activity sheet.

6. When you finish you can take a break.

Mode _____

Setting Group & Individual

Activity 1

Unit I

Module 4

"Leader Nutrients"

Activity 4

1. Listed are the names of some leader nutrients. Please circle the statement that tells what the nutrient.

Calcium	1. helps build bones and teeth 2. supplies energy
Protein	1. helps build and repair tissue 2. makes oxygen
Vitamin C	1. is supplied by bread 2. is supplied by citrus fruits
Carbohydrates	1. aids in digestion 2. helps supply energy
Iron	1. is supplied by butter 2. is supplied by liver
Iodine	1. is supplied by milk 2. is supplied by seafoods
Fat	1. helps build muscles 2. helps supply energy
Vitamin D	1. is supplied by milk 2. is supplied by potatoes

Unit I

Module 4

5

Food for Little Folk

Purpose of Activity: To help you find out more about the best kinds of foods and suggested amount for children 3 to 5.

To give you more information about the right foods for children that will help them grow physically and mentally.

Directions for Activity 5

1. Take out your text entitled, "Food is More Than Something To Eat". Read the section that deals with Pre-school.
2. When you finish, your instructor will give you reading material entitled "Food for Little Folk". Take time to look it over.
3. Read the sections called "Foods Best for Children" and "Meals for Young Children".
4. When you have finished take out activity sheet 5. Follow the directions carefully.

Mode I & S

Setting Individual

Activity 1

Unit I

Module 4

Food For Little Folk

Activity 5

1. Plan 2 meals and snacks for youngsters spending 6 to 8 hrs in a preschool center.
2. Indicate how much food would be served.

Morning

Noon

Afternoon

Unit I

Module 4

6

Field Activity

Purpose of Activity: To find out what foods preschool children like and dislike.

Directions for Field Activity 6

1. Prepare for your next assignment in the field.
2. You will make your observations during meal time in the preschool center at which you work.
3. Try to select 2 children of different ages (3 to 5)
4. You will make these observations for 4 days, observing the same 2 children at every meal and snack period.
5. Observe each child for 2 days each during meals and snacks.
6. You will have 1 activity sheet for each child. You will use numbers rather than names. The first sheet is for child I the 2nd for child II.
7. After making an observation at each meal and snack time record on your activity sheet #6 the refusals and preferences of each child for two days.

Mode S

Setting Individual

Activity 1

Unit I

Module 4

Field Activity (6a)

Child I Age _____

1st Day Refusals	Preferences
2nd Day Refusals	Preferences

Unit I

Module 4

Field Activity (6b)

Child II Age _____

1st Day Refusals	Preferences
2nd Day Refusals	Preferences

Unit I

Module 4

7

"Behavior Profile"

Purpose of Activity: To give you some reading material that will help you understand the eating habits of preschool children.

Directions for Activity 7

1. Every child is a unique individual. Each possesses his or her own particular characteristics. However, most children exhibit similar behaviors at certain stages in their development.

2. Read the information sheet called "Behavior Profile" contained in your folder of reading material. You will have some information concerning appetite, refusal and preferences of children 3 to 5 years of age.

3. After you have finished reading, check what you have read against the observations and recordings you made of your field activity.

4. Did the children you observed fit the "Behavior Profile relating to their age?

Mode S

Setting Individual

Activity 1

Unit I

Module 4

"Behavior Profile"

A. Behavior Profile Relating to Appetite

Three Year Old - From 30-36 months that child begins to settle down to a fair appetite.

-Breakfast and supper are now more frequently the best meals, though there are many variations.
Milk intake on the rise.

-Refusal and Preferences

-Meat, fruit and milk are now on the preferred list.
-Desserts and sweets are more desired
-Vegetables are now slowly being accepted
-The child often wants food that require more chewing, such as raw vegetables, potato skins, or meat on a bone.

Four Year Old

-Appetite only fiar but by 4½ is good to very good.
-Child drinks his milk well and rapidly

-Refusal and Preferences

-There is some tendency to demand repetition. The four year old either goes on food jags or food strikes which usually drop out by 4½ years when the appetite is keener

Five Year Old

-The shift to a better appetite noted at 4½ is fairly well well established by five. This does not mean that all meals are uniformly better.

-Two meals a day are good and third one, usually breakfast, is relatively poor.

-There is usually a decrease in appetite during an illness and is often followed by a definite increase during the convalescent period.

-The five year old is interested in completions - even to the extent of cleaning his plate.

-His appetite is better than his ability or interest in feeding himself; so he not only accepts help but often asks for it

Unit I

Module 4

"What Children Enjoy"

Purpose of Activity: To find out of you know what foods children like and dislike.

Directions for Activity 8

1. You have been reading about children and their food habits. You have also observed and recorded their responses to food.

2. See if you can pick the right answer on the next activity sheet. Read the directions before you start.

Mode S

Setting Individual

Checking Activity 1

Unit I

Module 4

Activity 8

Please underline the correct answer.

Young Children enjoy	1. being served 2. serving themselves
Young children like	1. small servings 2. large servings
Young children like	1. large forks and spoons 2. small eating utensils
Young children	1. must be told how much to eat 2. are good judges of how much they want to eat
Young children	1. often prefer vegetables overcooked 2. often prefer vegetables raw
Young children	1. eat better in calm surroundings 2. eat better when they can play at meal time.

Unit I

Module 4

9

Let's Welcome Our Guest

Purpose of Activity: To give you an opportunity to hear from an expert.

Directions for Activity 9

1. Our guest speaker is here to help you understand what children need to eat and why.
2. After the presentation we can ask questions.

Mode I

Setting Large group

Checking Activity 0

10

Unit I

Module 4

Needs and Attitudes

Purpose of Activity: To give you some information concerning what childrens needs and attitudes are relating to the amount of food they desired and need to eat, and to review what we have learned.

Directions for Activity 10

1. Read the information called "Understanding Childrens Need and Attitude Relating to Appetite" included in your reading material folder.

2. When you have finished we will discuss some items that relate to your experiences in a preschool center.

Mode I & S

Setting Groups & Individual

Checking Activity 0

Unit I

Module 4

Content - Reading Material

B. Understanding Childrens Needs and Attitudes Relating to Appetite and Desired Amount of Food Consumed

-Children eat better in a calm and happy atmosphere

-Healthy children are good judges of how much they want to eat

-Children eat better when not urged or coaxed and when they are not extremely hungry

-Young children have definite food preferences

-They prefer small portions and they enjoy the chance to have second helpings

-They like bite-size pieces easy to manage

-They often prefer their vegetables raw

-They like foods they can eat with their fingers

-Young children want to serve themselves

-They prefer attractive colors in dishes and food

-They like small glasses, cups, forks and spoons

C. Factors that Interfere with Appetite

1. Between-meal snacks
2. Hurried and emotional disturbances at mealtime.
3. Fatigue
4. Excessive hunger
5. Illness and convalescence

Unit I

Module 4

11

Basic Concepts

Purpose of Activity: To review essential material related to much of what we have read, observed, heard and know.

Directions for Activity 11

1. Read the information contained in your reading material folder entitled "Basic Concept for Nutrition Education."
2. Most of these you have read in another format or heard before.
3. This is similar to a final review.
4. When you have finished your reading put it aside and use the activity sheet II. Read the instructions before you begin.
5. When you have finished, check your answers in your reading material.

Mode I & S

Setting Group & Individual

Checking Activity 1

Unit I

Module 4

Content - Reading Material

Basic Concepts for Nutrition Education

1. Nutrition is the food you eat and how the body uses it

   -We eat food to live, grow, keep healthy and well, and to get energy for work and play

2. Food is made up of different nutrients needed for growth and health

   -All nutrients needed by the body are available through food.

   -Many kinds and combinations of food can lead to a well balanced diet

   -No food, by itself, has all the nutrients for full growth and health

   -Each nutrient has specific uses in the body

   -Most nutrients do their best work in the body when teamed with other nutrients

3. All persons, throughout life, have need for the same nutrients, but in varying amounts

   -The amounts of nutrients needed are influenced by age, sex, size, activity and state of health

   -Suggestions for the kinds and amounts of food needed are made by trained scientists.

4. The way food is handled influenced the amount of nutrients in food, its safety, appearance and taste

   -Handling means everything that happens to food while it is being grown, processed, stored and prepared for eating

Unit I

Module 4

Content - Reading Material

Points of Emphasis for Food Handling

1. Points of Emphasis

   Sanitation - one of the most important aspects of a feeding program. Carelessness can cause the spread of disease with drastic consequences.

2. Good Sanitation practices are just as important as feeding children nutritious, body-building meals

   Sanitation Factors -

   1. Clean hands, utensils and equipment
   2. Clean and healthy workers
   3. Good Food Handling practices

3. Methods used to Prevent Disease and Other Drastic Consequences (Roaches, Rodent Infestations)

   1. All personal should meet health standards set up by local and state health authorities
   2. Persons with infected cuts, sores, colds or other diseases do not serve or prepare food.
   3. All hands are washed before serving, handling and eating
   4. All drinking utensils properly handled and not shared
   5. Inspections by local health agency authorities
   6. Examination of food when delivered for spoilage or contamination
   7. Protection of foods from infestation
   8. All fruits and vegetables served raw should be washed before serving.
   9. Discard portions of food served but not eaten
   10. All appliances and equipment should be kept in good working order

Activity 11

Please draw a line to the correct answers.

Nutrition	-the nutrients in food and food sources
	-the food we eat and how the body uses it
	-the exact amounts of food we eat
Every food has	- the required nutrients
	- some nutritional value
	- energy supplying nutrients
Nutrients	- are required of only children
	- are required of only adults
	- are required by all persons
A balanced diet	- can be obtained from different foods
	- can be obtained from a combination of many foods
	- is necessary for only the aged

Check your answers with the information contained in the "Basic Concepts for Nutrition Education."

Unit I

Module 4

12 Field Activity

Purpose of Activity: To create an adequate and nutritious daily meal plan for young children 3 to 5 years of age.

Directions for Activity 12

1. You have now information about the nutritional needs of young children. You know what foods are necessary for good health, growth and development. You are also knowledgable about the nutrients contained in foods and the reasons why every one needs them.

2. You can now, with assuredness create a daily meal plan for young children,--and that is what you are going to do for your next field assignment.

3. Please use the activity sheet #12 for this planning. Also, indicate amount per serving for each food that you list.

4. Good luck!

Mode S

Setting Individual

Checking Activity 1

Unit I

Module 4

Field Activity 12

A daily Meal Plan for Children 3-5

Breakfast	Amounts
Noon Meal	

Unit I

Module 4

Field Activity 12

A daily Meal Plan for Children 3-5

Evening Meal	Amounts